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DEPARTMENT OF EDUCATION
STANFORD JUNIOR UNIVERSITY

HALL'S
COMPOSITION OUTLINES,

OR

OUTLINES, PLANS, SCHEMES AND SUGGESTIONS

FOR

COMPOSITION WRITING,

BY

HATTIE G. HALL.

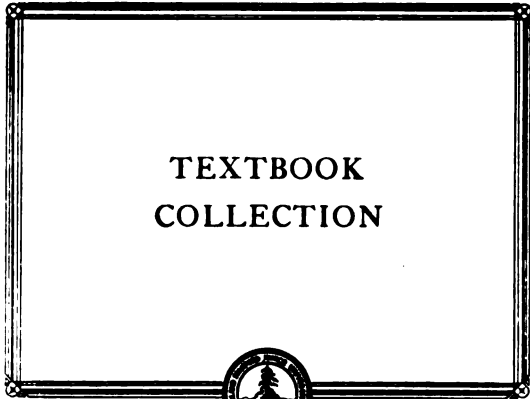
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HALL'S
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TO THE TEACHER.

To you, these outlines are offered as merely aids in the work of Composition.

In those intended for the younger pupils, some of the outlines have been prepared in the form of questions about things with which the child is supposed to be well acquainted; as, those taken from "Mother Goose's Melodies."

In this division of the work the composition is expected to consist of answers to the questions, put in the form of complete statements. After some practice the answers to two, or more questions, can be combined so as to form complex or compound sentences.

Several forms of outline have been given; the aim being to include all forms of Composition, and, also, to give variety to the work. These may be used as models. Other subjects can be written about by a very little change of outlines.

The plan to be followed in the preparation of the work is plainly indicated by the outlines. At first it would be best to talk over each subject, in class, before writing, having the pupil state orally what he would put upon paper.

Do not accept as final careless or unsatisfactory work; but correct, and have pupils rewrite until the desired result is obtained, placing the completed work upon the blank pages of the Composition Book, where it may be frequently referred to, for the purpose of marking improvement.

The "Rules for Reference," contain all directions for the use of capitals and punctuation marks, that will be likely to be needed by pupils in ordinary composition.

See that your pupils have thoughts to express before they attempt to express them. The first essential is that the child have something to say on the subject selected before he attempts to write.

Have your pupils express their thoughts in correct language, and always in such words as they understand.

Do not insist that their language shall consist of monosyllables. Monosyllabic language may be strong. A judicious intermingling of words of various lengths is the most harmonious arrangement as well as the most expressive.

Encourage pupils to read, and then to reproduce what they have read, either in newspapers or in the works of standard authors.

Encourage them to refer to the dictionary whenever in doubt as to the correct meaning or proper application of the word.

Encourage them to read the best and most classic authors, to discover, if possible, the essentials which make their styles pleasing. Reading literature of a captivating style will tend to give one power to form a pleasing style of one's own.

Ease of expression may be acquired by constant practice, but also by copying and memorizing the productions of the elegant writers in one's own language. We naturally imitate the style of those writings with which we are most familiar, and their methods of expression to some extent model ours.

HATTIE G. HALL,
Champaign, Ill.

RULES FOR REFERENCE.**ABOUT CAPITALS.**

Begin with a Capital:—

1. The first word of every sentence.
2. The first word of every line of poetry.
3. The first word of every direct quotation.
4. All proper nouns.
5. All adjectives derived from proper nouns.
6. All names applied to the Supreme Being.
7. All titles of honor and respect.
8. All names that are personified.
9. All important words in the subject or heading of, a composition.
10. The pronoun I, and the interjection O, and all abbreviations formed by single letters must be capitals.

ABOUT THE PERIOD.

A Period must end:—

1. Every complete sentence that is not an exclamation or a question.
2. Every abbreviated word.
3. Every title or heading.
4. Every address or signature.

ABOUT THE INTERROGATION POINT.

An Interrogation point must end:—

1. Every sentence that asks a question.

ABOUT THE EXCLAMATION POINT.

An Exclamation point must end:—

1. Every sentence, clause or expression intended to indicate strong emotion.

ABOUT THE COMMA.

Mark off by Commas:—

1. A succession of words, phrases, or clauses referring to the same thing.

2. Parenthetical words, phrases, and clauses.
3. Words, phrases, and clauses out of their natural order.
4. Adverbial and participial phrases beginning sentences.
5. Nouns used by way of address.
6. Generally, the members of a compound sentence when loosely connected.
7. Direct quotations.

ABOUT THE SEMICOLON.

Mark off by Semicolons :—

1. The different members of a compound sentence that are put together without connection.
2. The members of a compound sentence when the parts of either member have been separated by commas.
3. From the preceding part of the sentence, the adverbs *as* and *namely*, when they are followed by an example or enumeration of particulars.

ABOUT THE COLON.

Mark off by a Colon :—

1. The parts of a sentence when greater separation is required than would be indicated by the semicolon.

ABOUT THE DASH.

Mark by the Dash :—

1. A sudden break in the sentence or a sudden turn of thought.

OUTLINES.

1.—MY KITTY.

Have you a kitty? What is its name? What color is it? What color are its eyes? Does its fur feel soft and sleek? Has it a long tail and long whiskers? Are kitty's teeth and claws sharp? Does it pur and rub against you when pleased? Does it make it angry to rub its fur the wrong way? Then will it put up its back and sometimes growl and scratch? Does kitty like to lie by the warm fire? Will she sometimes watch a long time for a mouse? Is it good in kitty to catch mice; but is she bad when she catches little birds?

2.—STEAM CARS.

1. Do you like to ride on the cars?
2. What name is given to a number of cars joined together? (A train.)
3. What is a passenger train? What is a freight train?
4. What is the engine that moves the train called? (A locomotive.)
5. What is it that makes the engine move?
6. Why are rails laid for the cars to run on?
7. What is a depot?
8. What railroads run through the town in, or near which, you live?

3.—WATERMELONS.

1. Common shape.
2. Sizes.
3. Colors.
4. Grow on vines.
5. What the fields where they grow are called.
6. When ripe.
7. Parts of a watermelon and a description of each part. Why called *water-melon*.
8. How it looks when cut open. Arrangement of parts.
9. How eaten. How refreshing on a warm day!

10. Favorites with every one.
 11. The negro and the watermelon. How happy he is when the possessor of a large, juicy one. What he will do to get it. A little colored boy with a big watermelon — the picture of happiness.
-

4.—THE CAT AND HER KITTENS.

Does the cat love her kittens very much and take good care of them? How does she wash them all over every day? And does she watch carefully that no one hurts them? Do the kittens ever play with their mother? How do they play? Would like to play all day but does not the old cat get tired of play? When the kittens are too saucy does their mother box their ears? How does the cat carry the kittens when she wants to move? When they are old enough will she teach them to catch mice? How does she do this?

5.—THE GOAT.

Is the goat found in all parts of the world? Has it long horns and a long beard? Of what colors are goats? Why do goats climb steep rocks? Besides the shrubs they find there will they eat grass and bark of trees? If we tease the goat what will it do? What is its flesh good for? What its milk? What do we call a young goat? What is made from the skin of the kid?

6.—SIMPLE SIMON.

There was once a boy whose name was Simon. Why did they call him *Simple* Simon? Whom did he meet one day when going to the fair? What did he say to the pie-man and what did the pie-man ask him? Was it likely that he could buy a pie without any money? When he went fishing what did he expect to catch? Why could he not catch a whale? One time when he was so silly as to look for plums on thistles what happened to him? But did he cry? When he heard the other boys talking about going hunting and he thought he would like to catch some rabbits for his mother to cook, where did he look for them? Once when his

mother sent him for some water what did he take to carry it in? Of course what happened? Did you ever, in your life, hear of another boy so foolish as Simon? Did he not deserve his nickname?

7.—WHAT HORSES ARE GOOD FOR.

Could we get along without horses on the farm? Are they not very strong? Will they not do a great deal of work that man cannot? Can they not draw great loads that a dozen men could not move? Will they carry us on their backs and draw our carriages? If we had no horses to plow with could not a man plant only a little patch of ground that he must dig up with a spade? Will they not work from morning till night in all kinds of weather? Are they ever sleepy and lazy in the morning? Do they ever refuse to get up and be off when needed? In the winter when there is snow on the ground what do we do with horses?

8.—PUSS AND THE BIRD.

(Fill the blanks with suitable words.)

A bird — its — in a — near a — well. One day a — old — saw the —, and — she would — to dine on the —. The bird was in its — and — not — what Puss — about, nor did — see — as she — slyly up — the — with —, — steps.

— ran — the tree, but she — out on a dead — and it — as she — to get — —, and down — — into the — —.

9.—GEORGE HUGHES.

George Hughes is — to be a youth,
 Who — to learn and speak the — .
 To shun — ways he takes — care
 He — to — boys curse and — .
 He — them that — — not right
 To lie, to — to cheat or — .
 He says — you I — — go
 Your acts are — I truly — .
 He — his shrubs, and — he loves

To feed his fowls, — , — and doves,
 They — his voice, and — that he,
 From — will — to keep — free.

(Fill the blanks in the above with words of one syllable.)

10.—THE SHEPHERDESS.

What is the work of a shepherdess? Do the sheep know her and follow the sound of her voice? Are sheep gentle, lovely creatures? Is it a pleasant occupation? What was the name of the shepherdess we read about? Was *Bopeep* a careful shepherdess? Ought she to have allowed her sheep to wander out of her sight? Might not a wolf have eaten them? Did she find them all safe? What misfortune had happened to them? Did *Bopeep* sit down and cry or did she try to remedy her carelessness? Could she find the tails anywhere? What do you suppose she thought had become of them? Did she give them up as lost? One day, long after, where was *Bopeep* wandering? What did she find? Where were they? Why were they hung there? Was she glad to find the tails, and what did she do?

11.—DESCRIPTION OF OUR SITTING ROOM.

Location in the building,—dimensions. Doors,—number;—location; opening where. Windows,—number;—location;—remarks upon views. Carpet,—describe;—tell where placed, and describe different articles of furniture;—pictures or other ornaments upon the wall. General remarks as to pleasantness of the room.

12.—DESCRIPTION OF A KITCHEN.

Position of room in the house. Size,—shape;—door; windows, walls and floor. Furniture,—describe as to kind; appearance and situation. Stove—tables—cupboards,—sink—chairs, etc. Work done in the kitchen. Tools used. A very important room — why.

13.—SETTING THE TABLE.

Cannot little girls often be of great help to their mothers? Is it not a nice thing to be able to set the table neatly? Must not the cloth be put on smoothly and evenly? What must be done with the knives and forks? What with the plates? How will you arrange the napkins? Where is the bread put? Do you put the cups and saucers at your mamma's plate? Why? What must be done with the spoons? What else is put on the table? And tell how you arrange these things. Does the table look well? And do you enjoy your meal?

14.—"DIDN'T MEAN TO."

Did you ever see a boy that "didn't mean to"? Is he always in a hurry? Is he not always good-natured? Does he ever mean to make trouble? But does he not make a great deal? How does he do this? Does he ever stop to think? Does he ever look where he is going? Is he not always hurting some one or getting hurt himself? Do you not think that he might learn to be more careful? Would not his friends like him more, if he did?

15.—MICE.

What small animals are so friendly that they often visit us at night? Do we sometimes hear them gnawing as if to say, "let me in"? Do we hear their little feet patter over the floor as they run about and play? Do they help themselves to our food? Are our mothers vexed when they find that the mice have gnawed and spoiled their nice loaves? Are you afraid of mice? Can they hurt you? How do people catch mice? What is the great enemy of the mouse? How does she get them and what does she do with them?

16.—WHAT MINNIE THINKS.

Minnie is a doll lying on the floor in a corner of the room, she thinks:

Here I am in this neglected condition. Why I don't get up. How I came here. My old dress. My face in the dirt. My saw-dust slowly oozing out.

How well my mother treated me only one year ago. I was new then. A Christmas present. How delighted over me she was. Nothing too good for me. New dresses. Nice bed to sleep in. Rocked to sleep, etc.

Who made my face dirty? She pulled off my right arm, left me where the rats gnawed my hair. Not my fault that I am now ugly and dirty.

Why my mother abuses me so. If I had been well cared for I would still be pretty. I have always been good.

Sad lives of those who are dependent upon the care of others and who can do nothing for themselves.

17.—LETTERS.

Chicago, Ill., Dec. 28th, 1886.

Dear _____,

Yours truly,

Charles Bragg.

Is it not a great pleasure to receive well-written letters from our friends? Ought not all boys and girls learn to write neat letters? Cannot all do this? What is written on the envelope? (Superscription.) Of what is the superscription made up? Ought we not to be very careful to write the superscription fully and plainly? If the superscription is written above the middle of the envelope will it not likely be in the way of the postage stamp when it is put in the proper place, that is, the upper right hand corner? Where

should you write, on your sheet of paper, the names of your town and state, and the month, day and year? This is called the address. How should you punctuate this that you have now written? If you abbreviate any should you not remember that a period is always a part of the abbreviation? What should come next and where? What punctuation? Where should you begin the body of your letter? How should you close your letter and how punctuate this part? What is this part called? (Subscription.) (In writing this composition look at the model given above for answers to the questions.)

18.—A WAGON.

Could you make a wagon with four spools, two round sticks, a small box and a string? What would you use the spools for? What would you do with the sticks? What with the box and what with the string? Tell how you make the wagon. When you have your wagon made what will you haul in it?

19.—SOLDIERS.

Did you ever play soldier? Did you have a drum? If not, what did you use for one? Did you have a horn? If not, could you play you had one? How? Did you have a flag? Was it a real flag, or did you make it? If you made it how did you do it? Did you have paper caps? Who made them? Who played with you? And did you look fine as you marched up and down?

20.—STORY OF AN OLD WILLOW TREE.

Am a wide-spreading willow,—in corner of front yard,—a great source of pleasure. In early spring, furnish material for whistles. A robin's nest among my upper branches. Pleasure children take in the shade,— little boys with their circus;— little girls with a tea-party. Low-spreading limbs,— easy to climb;— pleasant place to sit and talk;— little girl fell one day. A swing from one of my limbs. I am a popular resort for all the children in the neighborhood.

21.—A FARMER'S LIFE.

A farmer's life anything but an idle one. Busiest times,—planting time,—harvest time. How are different persons on the farm employed at these seasons? Farming a healthful occupation,—pure air,—exercise,—wholesome food. The farmer's life,—a happy one,—freedom from the noise, strife and turmoil of the city. Beauties around him,—green fields, singing birds, etc. Winter pleasures,—sleigh-rides,—husking-bees, singing-schools, socials, etc.

22.—WRITE A LETTER TO YOUR MOTHER.

1. Tell her of your safe arrival at your friend's, where you have gone for a visit.
2. Mention any interesting event of your journey.
3. The important towns and the country through which you passed.
4. Your friend's pleasure at your arrival. Your favorable impression of her parents, whom you meet for the first time.
5. The house and surroundings.
6. Occupations—Company—Entertainment.
7. Messages to the ones at home.
8. Close with expression of regard.

23.—DESCRIPTION OF OUR SCHOOL-ROOM.

Location in the building;—dimensions. Doors,—number;—location;—opening where. Windows,—number;—location;—remarks upon views. Desks,—rows;—number in each row. Teacher's desk,—locate and describe. Room, how heated,—stoves, or registers. Walls,—black boards;—erasers;—pointers;—clock;—pictures and other ornaments;—library. General remarks about room.

NOTE:—With slight changes, the above outlines may be used in the description of other rooms.

24.—A LETTER TO YOUR FATHER.

Suppose your home is the country and you have been

in a distant town for some time clerking in a store. Your employers grant you a month's vacation. That you expect to arrive at the railroad station on the following Wed. at 10 p. m.

Write a letter to your father asking him to meet you there. Bring out all the above points and as many more as you may add.

25.—LETTERS OF RECOMMENDATION.

The bearer, Mary Smith, has been employed in my family for three years. I have found her a faithful, efficient girl; one who is competent to do what she agrees to. I gladly recommend her to any one in need of house-help.

MRS. GEO. JONES,
144 Birch St., Indianapolis, Ind.

With the above as an example write a recommendation for a person as clerk, varying the wording, but preserving the form. — *For Errand Boy.*

Write a letter of recommendation for a nurse-girl, varying the wording, and form, if you can.

26.—A LETTER ABOUT YOUR TRIP.

Take an imaginary journey from your town to Chicago or some other large town or city.

Time and place of starting. Mode of travel, cars, boat, carriage, etc. Country passed through — hilly, level, cultivated, appearance of the fields — crops cultivated. Important towns passed through, anything of interest about them. Interesting objects seen on the journey, persons, fellow-travelers, animals, flowers, trees, etc. Time of arrival. Appearance of the depot. Briefly state what you did on your arrival.

27.—THE TOWN IN WHICH YOU LIVE.

Situation. Extent and population. Appearance and Surroundings. Natural objects of interest. Public buildings, parks, bridges, etc. Inhabitants — character and chief occupations. Relate anything interesting in its history.

From above outline write about any other town you know.

28.—SCENE IN A DRY GOODS HOUSE ON A BUSY DAY.

In imagination stand in the door and look down the room. Does it remind you of a bee-hive? Can you on a first glance get an idea of what is going on? As you look longer do you see the busy clerks, showing their goods to the best advantage? The cash boys responding with nimble feet to their call. The well dressed ladies, one, perhaps, choosing a soft, rich silk for the next party. The little girl who has come to buy her mother a spool of thread. The good old farmer who has brought his daughter to buy her wedding dress. How he stands gazing about in open-mouthed wonder—the bashfulness of the girl. The handkerchief counter—what a variety is displayed there? The beautiful laces that a lovely old lady is buying. The kid gloves that a girl expects to get on her hands that are several sizes larger.

(Carry on the description of the scene as your imagination will allow.)

29.—THE FOURTH OF JULY.

What woke me in the morning. How I hurried to dress and get at my fire-crackers. What we did till breakfast time. Getting ready to go to the celebration. Dinner baskets, etc. How we went—where was the celebration held? The procession—describe. The arrival, describe the place. Crowds of people, heat, dust, etc. Events of the day, declaration read, speeches, dinner. Anything else that happened. Coming home tired. Fireworks at night. This day is celebrated in remembrance of what?

30.—PLEASURES OF TRAVELING ON FOOT.

I am Charley Wilson. Johnny is my chum. We read Taylor's "Afoot in Europe." Thought how fine it would be for us to travel afoot in the U. S. and write a book about it. Johnny wanted to run away. Afraid my mother wouldn't let me go but dared not run off. Asked her. She advised a short journey first. We could go to Rantoul, about fifteen miles. Time—

August—Summer vacation. Prepared our knapsacks—took my toy pistol, twelve apples, a clean shirt apiece, my best pants and new necktie, his embroidered suspenders, a skillet, a tin pie pan, John's autograph album, a box of shoe-blackening, my dominoes, etc. John stayed all night—put a ladder up at the window so as to get away early without waking any one. Said good-bye to mother. John was sure he'd wake about two o'clock—talked a good while—went to sleep. Dreamed we had reached Niagara Falls—felt the spray dash in my face. Jumped—big sister in the door with bucket of water and dipper. Half past eight—mad—quarreled with John—didn't go.

31.—BEES.

What is the house called in which bees live? How many kinds of bees live in a hive? Name the kinds. How many queens are in a hive? What will the other bees do if she dies or is lost? What do the workers do to the drones before winter comes? Why do they kill them or drive them from the hive? Is it right, either, that *people* who will not work should live upon what others work for? Why do we call the bee wise? Why do we say of an industrious boy or girl "busy as a bee?"

32.—BIRDS.

1. With what are birds covered? Why their feathery covering is called plumage. Describe a plume. What is down? What is moulting? When do birds moult?
2. Describe the bird's feet. Does it walk on its feet or on its toes? What does it have in the place of fore feet or arms? Tell all you can about the way it uses its wings.
3. Its neck—why made so long?
4. Describe the bird's mouth.
5. What do birds eat?
6. How do birds eat? If a bird had teeth would not its head be so heavy as to injure its flight?
7. How birds drink.

8. The crop — its use.
9. The gizzard — its use.
10. A bird's egg Describe as to shape, colors, shell, white and yellow parts.
11. Where most birds sleep. How can they keep on their perches when asleep?
12. The home that birds build for their young.
13. Why we see so few birds in the winter. What birds remain with us?
14. How we should treat birds.

33.—HOUSE-CLEANING.

Not liked by anybody. General discomfort reigns. Those engaged in the work cross. Things misplaced; — cry of various members of family for missing articles, — boot-jack, — clothes-brush, — book-satchels, — thimbles, etc. Take meals anyhow; — anywhere, — on top of flour-barrel, — on parlor table. Work to be done, — stoves to move; — trouble with stove pipes; — pictures to hang; — carpets to stretch. All have to help. Joy when all is over. Occurs only twice a year.

34.—OUR LEMONADE AND SODA WATER STAND.

We kept our stand in our tent under the willow tree. Had a board on some bricks for the counter and a box to sit down on when we were tired. How to make lemonade — A little lemon peel, some sugar, vinegar and plenty of water. How to make soda-water — Same as for lemonade except use soda instead of lemon-peel. Two pins a glass for the lemonade, three for the soda-water. Soda-water costs more because sometimes it takes so much soda to make it fizzle. Tommy is my partner. He furnished the lemon peel, and vinegar, I furnished the sugar, soda and water. He stood on the fence and called out, "Here's your ice-cold lemonade, only two pins a glass. Come this way for your three pin soda water, etc." I stayed under the tent and waited on our customers. Did a big business. Sold to ten boys, five girls and two babies, my grandmother and his two aunts. Drank a great deal ourselves. Were both sick that night but cannot imagine

what was the matter unless because we worked so hard.

35.—THE EAGLE.

Called the king of birds — why? His lofty flight and great strength — stories related of the last. His noble qualities — Wilson, the great naturalist, says that he has seen one feeding on the carcass of a dead horse. The bald eagle, the emblem of our country, robs the fish hawk. The great age to which the eagle lives. Species of eagles — golden eagle, bald eagle, harpy eagle, etc. Tell a story about an eagle.

36.—FISHES.

Where do fishes live? With what are they covered? What do they have instead of feet? How do they move about? How does the fish feel to the touch? Through what does it breathe? Why do they never close their eyes? How are fish caught? What is bait? Is fish culture becoming a profitable industry? Name some fishes — some that live in salt water — some that live in fresh water — some that are eaten by man — some kept for their beauty. What is an aquarium? Tell about a fishing excursion or of your success catching fish.

37.—PEN PICTURE OF A FRIEND.

Without mentioning any name describe as the following points :

1. Appearance, size, features, complexion, age, dress.
 2. Disposition, education.
 3. Habits, time of rising and retiring, work, play, etc.
 4. Past history.
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38.—SKETCH OF YOUR FATHER'S LIFE.

When and where born. Short description of his parents. His personal appearance. Disposition. Where he has lived. What he has done. What remarkable things have happened to him.

39.—GYPSIES.

Where I saw them. Their wagon — describe. Their horses — describe. Dogs following. Horse tied behind. Woman looking out, smoking. Children's heads. Man and boy walking beside. Remarks about these strange people. Who are they?

40.—ICE.

1. What is ice?
 2. Tell four or more things about it that will describe it?
 3. What do we call the long, slender pieces which hang from the roofs?
 4. Why are boys and girls glad when ponds and sidewalks are covered with ice?
 5. What is the difference between sliding and skating?
 6. For what do we use ice in summer?
 7. Where do we get it? In what kind of a place is it kept and when put there?
 8. Are there some countries where there is never any ice? Name some.
 9. Name a country in which houses or huts are built of ice.
 10. Do you think you would like to live in such a house?
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41.—POTATOES.

The ordinary shape of potatoes. Different kinds of potatoes and peculiarities of each. Why called "Irish" potatoes? The parts of a potato and a description of each part. The uses of potatoes. Modes of cooking them. Natives of what country. How they are grown. The Irishman and his potato.

42.—THE HOG.

The size as compared with two or three other domestic animals. Traits of character or natural disposition of the hog. Peculiarity of its covering as compared with that of the sheep or cat. How the hog

makes its wants known. Uses of the animal. Products of the hog, as, pork, bacon, lard, sausage. Pork-packing—where and how carried on? The greatest pork market in the world. The hog, the poor man's friend. Why?

✓ 43.—WORK. *2. 1. 1. 1.*

Does a little play do any harm? But after play should not we be glad to work? Is not the boy who is good at games generally also a good worker. Does not the one who works hard in school feel happy and in the humor for a good play after school is out? After he has played awhile should not he be ready to help his mother? Is there not plenty of work for every boy to do? Name some kinds of work that very little boys or very little girls may do for their mothers. How does a boy feel who works all he can for his mother? Does she love him? Can you work and play at the same time? Is not "One thing at a time" a good motto?

44.—SCHOOLS.

What is a school? How are schools supported? What is the work the teacher must do? What is the pupils' work? Must not each of these do his work well in order to make a good school? What persons are called your schoolmates? What ones your classmates? What is a student? Are you one? What is the difference between a pupil and a scholar? How many hours of the day are you in school? How many days of the week are you in school? How many months in the year are you in school? Can you not learn a great deal in this time? What is vacation. When does it come? Of what use is vacation?

45.—THE PRESIDENT.

Who is now President of the United States? Who was the first President? Why is the 22d of February sometimes given school children as a holiday? In what city does the President live? What is the house in which he lives called? Why? If the

President dies who takes his place? How do the President and Vice-President obtain their positions? For how long a time are they elected? What is the President's salary? Has each boy who lives in the United States an opportunity of becoming President? Do you think you would like to be President? Why or why not? If you would like to be President how may you make yourself fit for this high office?

46.—THE FOX AND THE GRAPES.

Vines trained on poles in long rows. Purple grapes in clusters; sun shines; air dry and sultry. Fox can find no water. Stands gazing at the grapes. Pity the grapes are so high. If he can only get them. Nice feast. Makes a great leap, now nearly touches them. Tries again and again. Falls; a sharp stone. Finds he cannot reach them. What he says — vile trash — sour — if you were lying on the ground, etc.

47.—GRATITUDE.

Gratitude, conceded to be the proper return for benefits bestowed. A natural feeling in the heart of the truly noble, but finds no place in the selfish heart. Should be modestly expressed in words. Should find its strongest expression in action. Often makes heroes by leading to self-sacrifice. Its opposite, ingratitude, the basest of all feelings.—One of the elements of the traitor,—Arnold, an example,—his ingratitude toward Washington. The feeling of gratitude may, in common with others, be cultivated, and tends to build up the perfect character.

48.—AN UMBRELLA.

The necessity of sheltering ourselves from the weather — frequency of rain in this country — and the need of coverings to protect ourselves — elicit water-proofs, umbrellas (*show one*), and compare with parasol.

Parts.—*Stick* like a staff — what made of? *Handle* of various materials — plain — ornamented — carved — ivory — bone — silver.

Ribs—Formerly whalebone—now wire—show how fastened to *stretchers*, also of wire; *runners* for opening or shutting the umbrella. *Cover* made of silk, cotton, alpaca—gingham; *ferrule* for the top of the stick.

History and Uses.—Formerly used as a sun-screen—whence its name *umbrella*, from 'umbra,' a shadow—first used as a protection from rain by women—first man who did it in public was John Hanway, who was laughed at—soon the want of it was considered a sign of poverty—now thousands are made—compare its likeness to a tent. (Why?)

Cost and Kinds.—Size, parasols, sun-shades.

49.—WHISTLING.

Not regarded by the fastidious as a polite accomplishment; but only civilized people whistle. Savages never whistle.

Birds, winds and men whistle; interdicted to women. Even "strong-minded" do not mention it.

"Whistling girls and crowing hens."

Plow-boy whistles; boys in graveyards—why? Sailors whistle for a breeze. Signal whistles for dogs, hunters, etc. Steam whistles—engines; calliope. Proverbs—"He will have to whistle for it"—(explain.) "Whistling against the wind"—(explain). Franklin's story of the boy who "paid too dear for his whistle." The story of Brigham Young's fifty children being each presented by a peddler with a tin whistle (expand).

A man's character and disposition shown by his whistle—light-hearted; serious; empty-headed. Whether he goes to church—negro minstrels; whether he prefers circus brass bands to songs of thought and home.

50.—ANIMALS TRAINED TO SERVE MAN.

Beasts of burden.—1st. Those of our country. 2d. Those of other countries.

Creatures which supply man with food and clothing.

Animals which protect us from danger or annoyances.

Those giving us pleasure and amusement.
How are these *dumb brutes* repaid for their services?
What about our kindness to them?

51.—INK.

Ink, pre-eminent among useful articles. Practically the agent of civilization and human progress. By it the records of history are transmitted; thoughts are handed down; made the inheritance of posterity. A period when was unknown; thoughts and acts of those living then are to succeeding ages as though they had not been. Records on stone and bark. No precise time given for the first use of ink. Oldest known ink made of charcoal and gum. Cicero and Pliny mention ink made from the cuttlefish. Ink used by ancients more durable than modern. Define Ink. A perfect ink; has this ever been obtained?—defects.

52.—A GOOD TIME.

Everybody wants to have a good time; how to have it. Make your good time; not exacting; not expecting attention from others. Do not think about yourself; think of others; think what you can do for them. Be sociable; kind; gentle; obliging. Do as you would wish others to do. Observe unhappy people;—disagreeable, selfish, rude. Notice happy people—how are they? Try the pleasant way.

53.—MANNERS.

Of more importance than laws; laws depend upon them in a great measure. Laws touch us here and there—now and then; manners in constant operation, (compare to the air we breathe). Vex or soothe, corrupt or purify, exalt or debase, vulgarize or refine. Give their form and color to our lives. Aid morals, supply them or totally destroy them. How learned. Importance to the young.

54.—A CHEERFUL FACE.

Next to the sunlight of heaven. No mistaking it—bright eye, cloudless brow, sunny smile. The story these tell. One cheerful face in the household;—what it can do. A cheerful face at school—effect on school-mates, — on teacher.

55.—TALK OF THE WIND.

People generally grumble about me. I do play many pranks. What I did yesterday,—blew smoke down the chimney and hindered breakfast—commotion in the family. Blew off old, fat, bald-headed man's hat—funny scene. Tumbled a young lady's bangs—what she said. Blew pieces of paper in front of street-car horse, frightened it,—result. Sometimes when angry do terrible things,—blow down houses,—tear up fences—(tell of other things).—People then call me a cyclone,—fear at my coming. All things I do not bad—help sail ships—make hot days pleasant,—fan the brow of the sick person.—Am quite a musician,—various styles of music.

(NOTE.—*This should be so expanded as to contain, at least, three hundred words.*)

56.—THE THREE KINGDOMS OF NATURE.

1. All productions of the earth classified as either,—Vegetable, Animal, Mineral.
2. Things belonging to first.
3. Things belonging to second.
4. Things belonging to third.
5. Difficulty in, sometimes, distinguishing to which kingdom an article belongs; as, water, honey, etc.
6. Our dependence upon each for comforts and luxuries of life.
7. To which most indebted,—arguments to prove it.
8. In which of the three kingdoms do we find the greatest value occupying the least space.
9. Perfection of beauty to be found in each of the three kingdoms.

Illustrations.

57.—OLIVER CROMWELL.

Who — protector of England, Scotland and Ireland. Born at Huntingdon, April 25, 1599. Family — Father a large brewer and member of Parliament. Education — Sent to a grammar school. Entered Cambridge when seventeen. Fond of athletic sports. Dissolute in early life, reformed and married at twenty-four. Became very religious. Became a member of Parliament in 1625. Took sides against the administration. Gained great popularity with the people. Tried to emigrate to New England, but was prevented by the king. Civil war in 1642. Became a general in the army of the Independents. King Chas. I. executed. Cromwell's victories in Ireland and Scotland, defeats the army of Chas. II. Dissolves the Parliament. Becomes Lord Protector. Governs for five years with firmness and dignity. Died 1658. Buried at Westminster Abbey, three years afterwards his body dug up and hanged by order of Chas. II. Character — Industrious and exact. Extraordinary penetration and knowledge of human nature. Bold, decided. No obstacle hindered him. Never at a loss. Religion and virtue a cloak for ambition.

58.—THE RAINBOW.

Does not everyone like to look at the rainbow? Why? When does it come? What is its form? Do we not admire it for its colors more than for any other reason? Do we not see the same colors elsewhere? Are they so fine? Are the colors of the flowers, or of the hummingbird, or the peacock's neck and tail so pure? Are not the rainbow's colors softer, purer and brighter than any others? Is not the rainbow the fairest and most fairy-like thing in the world? Does it come out all at once? Does it fade like a fairy-band in the sky? What is there said to be at the end of the rainbow? Has anyone ever tried to get it? Did they? Why has no one found the end of the rainbow?

59.—THE SEASONS.

Name the seasons. Which one is called the fall? Why? Which are the spring months? Which are

the summer months? Which are the autumn months? Which are the winter months? When is the sun highest? When lowest? When are our longest days and nights? When are our shortest days and nights? When do we have the longest twilight? Which month is the hottest? Which the coldest? How boys and girls may enjoy each of these seasons. Work suited to each. Games or other recreation suitable. Which season you like best. Why?

60.—INDIAN CORN.

One of the plants most useful to man. Its extensive use as an article of food. Its use as food for horses, cattle, hogs, etc. Why called *Indian Corn*. Columbus found it widely cultivated when he discovered America. How used by the Indians. The leading crop in the United States. Must have a rich soil and a warm climate. Easily injured by cold weather. Preparation of the ground for planting. Planted in hills, these in rows. Corn planters—describe. The cultivation of corn. When ripe and how harvested. The beautiful appearance of a corn field—the green banners waving and the tassels nodding. Tell what more you can think of about corn.

61.—DOMESTIC ANIMALS.

1. What are Domestic Animals, that is, why so called? Name several.
2. What is live-stock? Name some animals that are so called.
3. What animals are called cattle? The food of cattle. Fodder. Manger—rack—trough.
4. Beasts of burden—what are they? Those in common use in this country. Those in common use in other countries, as the camel, elephant and llama. (Tell something about where and how these are used.)
5. Beasts of draught—what are they? Our common ones. Who uses the reindeer and how? Who uses the dog and how?

6. Treatment of Domestic Animals. Cruelty of not caring for their comfort. Our obligations to them.

62.—A FOREST TREE.

What kind of tree are you about to describe. The trunk;—straight or crooked; gnarled or symmetrical; dimensions. Bark—color, smooth or rough. Branches—erect or drooping, or spreading; regular or irregular, smooth or knotty. Foliage—color, dark or light green; glossy or velvety; thick or scanty. Shape of the leaves. Flowers—describe. Fruit—what; as nut, berry, etc. Edible or not. Value of the tree—lumber, fuel. Preservation of forests.

63.—AUTOBIOGRAPHY OF A NICKEL.

First recollection,—little boy exclaiming at my beauty. Wonderful things he would do with me. Finally went for peanuts,—was dropped—picked up by a tramp,—found myself in bad company—what I saw my owner do,—heard him say,—places I went with him,—attempt to escape. One day fell out of his pocket,—rolled through a hole in the side-walk. Found by a little boy who was hunting for his top,—his joy,—am now in his bank. Speculations as to my future.

64.—POCAHONTAS.

Daughter of the Indian chief Powhatan. Celebrated in the history of Virginia as having saved the life of Capt. John Smith.—Tell the story. Her service to the settlers by disclosing the plot of the Indians against them. Embraced the Christian religion and baptized by the name of Rebecca. Married to Jno. Rolfe, an Englishman. Her visit to England, where her society was sought by those of highest rank. Her death when only 22 years old, at Gravesend, when about to return to Virginia. Left one son. Many who claim to be her descendants are still found among the most respectable families in Virginia.

65.—CLOUDS.

1. Define.
2. Distance, — greatest in fair weather.
3. Appearance, — differ in shape, size, color, etc.
4. Often fancied resemblance to objects.
5. Frightful appearance before storms.
6. Beauty of sunset due to clouds, — skies of Italy.
7. Clouds — theme for the poet's fancy.
8. Clouds — subjects for the artist's pencil.

66.—OLD STORY BOOKS.

Old friends. Threads in Memory's warp. Win the heart of the child. Ministers of joy. Delight in a "promised story." Childish sacrifices in order to buy story books. The beauties of the red and yellow covers. The pictures — no famous artist can equal them. The bravery of Jack the Giant Killer. The sad memoirs of Jenny Wren. Poor Red Riding Hood. The wonderful House that Jack Built. Robin Hood and his valiant band. Cinderella's magical shoe. The matchless tale of Robinson Crusoe. Never to be forgotten. Remembered and loved. Compare these joys with those of later life.

In the following outline let the pupils have the poem before them and, with the topics, reproduce it in prose.

67.—THE VILLAGE BLACKSMITH.

1. Location of the smithy, or blacksmith shop.
2. Strength of the blacksmith, — result of labor.
3. Description of appearance, — hair, face, — character — honest.
4. An industrious man, — works constantly, steadily.
5. A kind man, — children do not fear him, play about his door.
6. A religious man, — attends church with his children, — daughter in choir.
7. A tender-hearted man, — emotion shown at sound of his daughter's voice.

8. A conscientious man,—does faithfully each day's work.
9. Lesson to be learned from the blacksmith.

68.—MUSING OF A STREET CAR HORSE.

Here I am—Driven to death. Poor, old, crippled. Faint memories of great plains where I roamed in my youth. Deep grass. Clear streams. Merry companions. Captured. Put on the cars. Brought north. Sold to a street car company. Fun at first. Liked the city—the noise. Crowds. Large buildings. Laughed at fat men and old women running after the car. Run over a dog. Kicked the driver. Balked. Run away. Fun didn't last long. Spirit soon broken. Hard work. Monotonous. Hurts my feet stopping so often. Nearly breaks my back starting up. Bad weather. Not much to eat. Plenty of curses and beatings. Expect some day to be sold to the soap-maker.

69.—PINS.

1. Many kinds, and used for many different purposes.
2. *Common pins*,—actual necessities of a woman's life.—Completeness of a man's toilet not dependent upon such trifles. Millions made,—millions lost. What finally becomes of the millions — an unsolved problem.
3. *Hair pins*,—to a woman as convenient as a jack-knife to a boy. A glove or shoe buttoner lost,—a hair pin answers. Has the child crammed his ear with corn,—a hair pin to the rescue. (In same style treat of it as a shawl pin, a cork screw, etc.)
4. A *rolling pin*,—besides its legitimate purpose serves as general banger, and masher.
5. *Clothes pins*,—prevent robbery of clothes line by passing breeze,—a comfort to the mother, as building blocks for childish fingers,—all kinds of structures from pig pens to fairy castles.
6. Tell of other kinds of pins and their uses.
7. Usefulness of pins an endless theme.

In another composition write about their manufacture, etc.

70.—WALTER SCOTT.

Born at Edinburgh in 1771. Great poet and novelist. Parents — Father a lawyer, attentive to his profession, rigid in religion, prudent in way of living. Mother — small, plain, well-educated; character like her husband's. Good old grandmother with whom he spent much of his childhood, possessed a large stock of tales and legends and knack in telling them; her influence. Education — Entered Edinburgh high school at eight years; not an industrious student; preferred to read old romances and histories; became an excellent story-teller; told stories to his school-mates. Transferred to University of Edinburgh in 1783. Poor health. During his illness read more than ever. Admitted to the bar, 1792. Married in 1797. As an author — Began to write in 1800. "Minstrelsy of the Border Scotch," gave him a high standing with literary men. "Marmion," "Lady of the Lake," and others. Appearance of Byron. Scott's jealousy. His attention turned to a new species of writing. "Waverley" 1814, welcome such as few authors receive, published anonymously, termed the "Great Unknown," "Guy Mannering," etc. Began to build Abbotsford. Became partner in a book-selling establishment — failure. Hard work to pay his debts, in three years wrote thirty books, spent twelve and fourteen hours a day in composition, health failed. Died at Abbotsford in 1832, his debts paid.

Characterize as a poet and novelist.

71.—BIOGRAPHY OF GENERAL GRANT.

Early life; birth, occupation, habits, education, etc. Manhood; mental and moral qualities, avocation, things done, offices filled, etc. Personal appearance, manner, disposition, character, habits. Death. *Also, of Washington, Franklin, and others.*

72.—PROVERBS.

1. Have come to be an element in our education.
2. Brought to our notice,—in books, newspapers,—cards,—hung upon our walls.

3. Never a time in which not quoted.
4. Originate and come into general use how.
5. Noted authors of proverbs,— ancient times—Solomon ;— of modern,—Poor Richard, (Benj. Franklin.) Name others.
6. Number, — variety,— meet wants of all classes.
7. Uses,— for encouragement, Ex.— comfort, Ex.— warning, or restraint, Ex.
8. Proverbs never lose by age.
9. Some of the expressions of noted men of recent times that will probably become proverbs.

73.—SMALL BEGINNINGS.

The importance of not despising the day of little things. What nature teaches. The great river once a silver thread. The tree, a little seed. Everything around us. The lower rounds of the ladder first, small beginnings of wealth. Rothschild, Astor, etc. Small beginnings of education. Franklin. Ferguson, the shepherd, and Herschel, the drummer boy, famous astronomers. Be avaricious in accumulation of knowledge. Put it out to usury. Parable of the ten talents. Small beginnings of fame. Fame that springs up suddenly seldom lasting. Despise not the lower steps. From the regard of few to the applause of many. Small beginning of error. Small animals have by burrowing undermined the walls of castles.

74.—THE SPARROW.

In what country found ; kinds ; the English sparrow ; how and why brought to this country ; localities frequented by them, habits ; food, what and how obtained ; nests ; eggs ; young ; length of life ; songs ; flight ; uses and disadvantages to man.

75.—THE FLY AND THE BEETLE.

How many wings has the fly ? What kind of wings, are they thick or thin ? Are its eyes large ? How many has it ? How many legs has the fly ? How many wings has the beetle ? How many thick

wings has he and how many thin wings? How many legs has the beetle? Will some beetles pinch you if you let them?

76.—COAL. ✓

Where found—How it came there. Describe the forests that long ago stood over the places where now the coal beds are—The giant ferns and large mosses. How coal is obtained—Describe a coal mine if you have seen one. Appearance of coal. Varieties. How used. Noted coal fields.

77.—CONVERSATION.

No part of social life affords more real satisfaction than the hours spent in conversation. The purpose for which it was designed. How this purpose is to be fulfilled; all must try to please and be pleased. Be not eager to interrupt others; but not uneasy at being yourself interrupted. As you speak either to instruct, amuse or receive benefits—hear with patience, answer with precision. Inattention is ill manners; shows contempt. Do not trouble the company with your private affairs. Yours are as little to them as theirs to you. Contrive with dexterity that each has an opportunity. Each has it in his power to assist in rendering conversation agreeable; if he cannot say much he can propose questions.

78.—THE GIFT OF GUTENBERG.

The *Printing Press*, the great instrument by which human knowledge is recorded and disseminated. Speaks with a thousand tongues; carries light everywhere. A lever of greater power than the one Archimedes dreamed of, not only moves the world but uplifts mankind. Several claimants to the invention of printing, Gutenberg, of Mentz, entitled to the preference. Succeeded in his experiment, 1444. Faustus, partner of Gutenberg, printed books so fast that he was charged with sorcery; disappeared to save his life; story that the Devil carried him off. In-

vention kept a secret until 1462. Spread rapidly over Europe. Since greatly improved—movable types, steam press, etc. By the “gift of Gutenberg” man’s physical power increased more than five thousand fold. — A man can do more than five thousand times as much in one day by the labor of his hands than four hundred years ago. This advantage applied to the noblest of purposes. Diffusion of knowledge, dissemination of moral and intellectual light. — Applied to the teaching of human rights and moral obligations.

79.—DECISION.

All wisdom a system of balances. Caution and deliberation good things, but often false friends, a less considerate policy often the best. But a bold policy is not always preferable to a cautious one. First know what to decide, second to know if the plan shall be unflinchingly carried out. Many are decisive without being wise. Many hold to their plans when they had better be abandoned. Many think they act with decision when only acting with rashness; many believe they are thinking with decision when they are wise in their own conceit and obstinate. Not easy among contending opinions to select such as will form a sound opinion. Many of the soundest heads are hesitating on some subjects. Value of decision more clearly seen in conduct than in forming a set of abstract opinions. Napoleon’s talent lay in his ability to decide quickly. In private life the power of making judicious sacrifices of much importance. “Never lose certainty for hope.” “A bird in the hand is worth two in the bush.” Are good adages in most but not all circumstances. Many commercial men have saved the bulk of their fortunes by incurring some loss. Finally, decision is most important in all affairs. Rashness not decision. Blundering stupidity not decision. Appreciate the circumstances. Judge what is best to do. Go forward with enlightened resolution.

80.—OBEDIENCE.

Obedience the soul of order. All obey some one. Importance of prompt, unquestioning obedience.

Law of God. Law of nations. Law of the family.
Law of the school.

81.—BE USEFUL.

Everything in nature made for use. Examples, cow,—milk, ox,—labor, sheep,—clothing. Even every little insect its place and work. The sun, air and clouds help on the work. The tree—mention its various uses. So on through all animal and vegetable life—even all minerals designed for use. What ought we to think concerning ourselves, the greatest of all creations? When to begin to be useful. How to begin. Not wait for an opportunity. Look about you. Amusement in its proper place. Not the great object. Pleasure soon satiates. Let it be your object each day to be useful to others. A rich return. Secures friendship and good will. Both for your interest and happiness to be useful.

82.—A LETTER.

SUBJECT—A boy, about fifteen years old, is chosen by his mates to write a letter to the Supt. of their school to ask a half-holiday on the afternoon of the day following in order that they may hear General W. T. Sherman speak in the public park of their town.

PLAN.

The boys have learned from the study of history, the need of the citizens of a country being well informed in its politics. They call to mind the many times he has admonished them to take advantage of every opportunity to improve themselves. They know that General Sherman is not only recognized as an able politician but a good speaker as well. They think it is a part of the education of American boys to fit themselves for public speaking and to know and profit by the examples of our great men. They fear that this opportunity will not again, soon, be offered them. They have been punctual in attendance and faithful students. They have always tried to conduct

themselves as gentlemen and will do so on this occasion, and subscribe themselves, with respect, his obedient pupils.

83.—POLITENESS IN CHILDREN.

Few children think it worth while to be polite. What is meant by politeness—Attention to the comforts of those around us. How the habit of politeness is acquired. Entering a room quietly. Not taking the best place. Not interrupting others. Assisting others. Not beneath boys to be polite to their sisters. Polite boys and girls will keep the habit as they grow older. Politeness costs nothing. Gains friends. In making others happy make yourself happy. Home the best place to practice politeness in. Politeness consists of little things—Little acts of self-denial.

84.—PATRIOTISM.

1. Patriotism; or love of one's own country is so universal that we may well say with the poet Scott,

"Breathes there a man with soul so dead,
Who never to himself hath said,
This is my own, my native land!"
2. Patriotism is shown by,—
 - (a.) Union for defense against foreign foes.
 - (b.) Union to subdue rebellion against government.
 - (c.) Obedience to law; in times of peace.
 - (d.) Hatred and contempt of traitors.
 - (e.) Supporting and upholding institutions of the country.
 - (f.) Observance of National Holidays.
3. This feeling at all times aroused by,—
 - (a.) Sight of the colors, or flag of the country. Ex. Our Stars and Stripes.
 - (b.) Sound of National music. Ex. Our own Star Spangled Banner, Hail Columbia and America.
4. Fate of the country when this feeling dies in the hearts of the people. Ex. Greece and Rome.
5. Far distant be the day when our hearts cease to respond to the appeals to our patriotism.

85.—GOOD HEALTH.

Advantages of good health. Happiness of its possessor. Ability of those enjoying it to promote the happiness of others. Contrast a healthy with a sickly person. Conditions of good health—Proper food—Pure air—Regular and Suitable exercise—Cleanliness—Recreation; etc. Self-denial required to ensure these conditions. Temptations to abuse health.

86.—OCCUPATION.

1. The four chief occupations of men.
 2. What the work of the farmer is. Plowing, sowing, reaping, raising cattle, etc.
 3. What the miner does for us. Different kinds of minerals mined, as, gold, silver, coal, etc. The hard work of the miner.
 4. Some of the work of the manufacturer. What the man who manufactures articles with the aid of tools is called. Different kinds of mechanics, as, blacksmith, shoemaker, etc.
 5. What the men engaged in trade do. What we call these men. Different kinds of merchants, as, grocer, dry-goods merchant, commission merchant, etc.
 6. How these occupations are often combined, as, the farmer selling his produce, the mechanic selling manufactured articles.
 7. The dependence of people in the various occupations upon each other.
 8. Which is the most independent occupation? Why? Which is the most important to us all? Why?
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87.—A LOAF OF BREAD.

The importance of bread as food. Its universal use. Kinds of bread—Among different people. A loaf of wheat bread—The great amount of labor required in its production. The many people employed. The farmer—Preparing the ground. Planting—Harvesting—Threshing—Hauling the grain to market. The merchants who buy and sell grain. The railroads who transport grain. They giving work to many. The

millers. His work. The merchant who buys and sells flour. The yeast. Hop raising. The work of the woman. Describe the process of breadmaking.

88.—MENTAL INDUSTRY.

Whatever is truly great is accomplished only at the expense of unremitting and well-directed labor. All minds not equally vigorous, but none able to attain great excellence without much mental labor. Many who promise nothing at the beginning have by industry accomplished more than those supposed to be their superiors. The bodily organs require exercise to be kept healthy and vigorous. So the faculties of the mind. Weakest strengthened by exercise. Without exercise the most powerful become dull. In observing the works of the great we seldom look farther than the results. Time and labor expended. Gray was nine years writing his *Elegy*. *Paradise Lost* was in the mind of Milton from his sixteenth year till his old age. Hogarth tells us that he owes nothing to nature, everything to industry. Guido was so slow his fellow pupils called him the "ox." Be not discouraged by repeated failures; let them stimulate to renewed exertion. Though small must be the number of gifted minds, still smaller is the number of those who by cultivating their powers may not rank among the benefactors of the race. Industry is genius.

89.—DREAMS.

What dreams are,—trains of thought presenting themselves during sleep. The dreamer is introduced into a sort of fairy land. The soul is carried into scenes of its own invention. Converse with beings of its own creation. Itself the theater, actor and spectator. Bodily functions are suspended, senses are obtuse. Activity of the mind not interrupted; on the contrary, power of imagination quickened. Ideas pass rapidly through the mind. Body rests while the mind acts vigorously. Can the mind act independently of the body? Do dreams prove that the mind will survive the body? Are dreams prophetic? Proof to this

effect. Arguments against. Relate some remarkable dream.

90.—LIFE OF A DOCTOR.

A hard life,—never a moment his own,—day,—night. Out in all weather. Often called unnecessarily. Often blamed unjustly; too much expected of him. Not all unpleasant,—great opportunities for doing good;—much loved and respected. Position in society.

91.—AUTOBIOGRAPHY OF A MOUSE.

Born in an old trunk in the garret. When old enough to run chose better quarters,—parlors,—bedrooms,—drawers, etc. Warnings of my mother as to cats,—mouse-traps,—and poison. I was a daring mouse,—got into mischief,—adventures in the cupboard,—what I heard the cook say. Made a nest in the mistress' Sunday bonnet,—her terrible anger. My narrow escape from the cat. My life has been lively, but merry.

(Note.—Insert in this, or add to it anything your imagination may suggest to make it interesting.)

92.—NOTES OF INVITATION, AND REPLIES.

Mr. W. H. Walton presents his regards to Miss Minnie Shreve and requests the pleasure of her company to the concert at Music Hall, at 8 o'clock, Thursday evening, May 16th.

145 East Clark Street.

REPLY.

Miss Minnie Shreve presents her compliments to Mr. Walton and accepts with pleasure his kind invitation for Thursday evening next.

610 West White Street.

With the above as models, write an invitation from Mr. J. H. Sanford, 112 Lynn St., to Miss Effie Green, 64 Lincoln St., to attend a church sociable to be held at the First Methodist Church, Friday evening next.

Write, also, Miss Green's answer with regrets, that a previous engagement prevents her acceptance of his invitation.

93.—FRIENDSHIP LETTERS.

Date;—Address.

Answer, delayed;—been absent on a visit to the country,—away four weeks. Enjoyment of the visit,—description of the place,—family. Just in haying time,—engaged in its pleasures,—describe. Pleasure of riding,—fishing,—hunting hen's nests,—lying in the shade, etc. Plenty of fruit,—fresh eggs,—butter and milk. Country, delightful in summer. Shall go again next year,—wish you could go. Subscription.

Write a letter giving the events of a day at a picnic, or any other pleasure excursion.

94.—INVITATION TO A PARTY.

Miss Eva Bing requests the pleasure of the company of Miss May Ewing at a social party at her home, 175 North Park Street, on Tuesday, Dec. 15, at 8 p. m.

With the above as a model, write a note of invitation for Mr. I. Hume, to a party to be given by Miss Mary Matin, on Christmas Eve, at eight o'clock in the evening. She resides at number 75 Washington Street.

95.—LETTER APPLYING FOR A CLERKSHIP.

Date. Address,—J. B. Cline & Co. Written in answer to advertisement in *Daily Times*. Testimonials. Previous experience,—habits of life. Effort to do satisfactory work. Immediate reply desired. Subscription.

Write an application for a position as teacher in a school; adopting the above outline to your purpose.

96.—THANKSGIVING.

1. What is it? Why *commemorated*?
2. In what manner *celebrated*?
3. Where, and how you *spent the day*.
4. What people observe this day? Since when?
5. Which *holiday* do you enjoy most?

With above model write on any of the following:

| | |
|------------------------|-----------------|
| New Year's Day. | Fourth of July. |
| Washington's Birthday. | Election Day. |
| Decoration Day. | Christmas. |

97.—A BIOGRAPHY.

1. Where, when, was the person born ?
2. The parents—their home, circumstances, occupation, etc.
3. Early opportunities for an education, advancement, etc.
4. Talents—how improved and made useful.
5. Great things done for his countrymen, or mankind.
6. How have men acknowledged his great acts ?

| | | | |
|-------------|-----------|---------|---------------|
| Washington. | Franklin. | Morse. | Longfellow. |
| Garfield. | Lincoln. | Fulton. | Peter Cooper. |

98.—INDOLENCE.

"A slothful man saith, there is a lion without, I shall be slain in the streets." Always a lion in the way of the lazy. Indolence an enemy to improvement. Paralyzes every noble effort. Defeats attempts at advancement. A source of great misery. The active are always happy. Rest, not idleness. Change of employment best recreation. An indolent person like a stagnant pool. An industrious person like a clear and beautiful lake. Employment invigorates the body, sharpens the intellect, promotes cheerfulness of character. Indolence makes a torpid body, vacant mind, peevish, discontented spirit. Indolence a waste of existence. An hour wasted each day, from the waking hours, about six years from lifetime. Never waste time in sauntering. "Whatsoever thy hand findeth to do, do it with thy might."

99.—FIFTEEN MINUTES TO SPARE.

In passing from one engagement to another small portions of time are lost. Time is money. A good economist will have something to fill up the spaces. The mathematician who composed an elaborate work, when visiting with his wife, while waiting during the

interval of time she spent in taking leave of her friends. Minutes are worth saving. Most people to accomplish much must be constantly industrious. Can have some little thing to do. No excuse is more common for ignorance than want of time. The story of the young man who read Hume's History of England while waiting for his meals to be served. Almost everyone wastes moments, if not hours. Systematic arrangement of business. Determination to gather up the fragments. Small stones that fill up the crevices help to make a strong wall; the right and wise use of minutes contribute in building up a man's mind.

100.—FLOWERS.

Among the most beautiful of nature's works. Gratify the eye. Shades and colors. Brilliant and gorgeous, modest and retiring. Contemplation of a flower garden; as a mere delight; favorable to virtue and calmness. Wisest and best of people remarkable for the study of flowers. Difference between flowers compared to the difference in persons. The tulip, gorgeous but scentless, the violet, inconspicuous but odorous, a lasting delight. The best and most admirable of our race often have the least to boast of as to personal appearance; the most worthless often beautiful and accomplished. The tulip for a time has the advantage, the fragrance of the violet soon attracts attention from it. The weak and worthless may dazzle the world for a while, cannot permanently deceive. The good may be left a while in obscurity, their good works like the fragrance of the violet, will direct attention to them; will procure the love and esteem they deserve.

101.—FORMATION OF CHARACTER.

Application and industry necessary to the acquisition of extensive knowledge. Nothing good or great achieved without them. Be willing to labor; accustom yourself to habits of accurate investigation. Not satisfied with superficial attainments. Explore the foundations and first principles. Be select in your

reading. Become familiar with the writings of the master spirits of the world. Form habits of just and noble thinking. Cherish pure and generous feeling. Guard against indulgence of passions; evil companions; self-sufficiency and vanity. Remember the lofty attainments of some. Read biographies of men distinguished for general knowledge — Demosthenes, Newton, Locke, etc. Compare your habits with theirs. Observe their value of time and careful improvement of it. Contemplate their characters. Imitate their industry. Their love of learning. Their zeal.

102.—CHEER UP.

Words of cheer give new strength to the arm, new vigor to the brain, new life to the heart. They warm the heart, nourish the soul. Effect of censure; discouragement. Fault-finding a hardening process. If twenty things are wrong and one right, pay attention to the one — make the most of it. We cannot choose our circumstances and surroundings; we cannot always choose our companions. Do not complain, do not be dissatisfied with our opportunities. "It is a bad workman that complains of his tools." He is the greatest conqueror who wins in spite of circumstances. He who knows how to make obstacles serve as steps by which he may mount to success. Cheer up. Never quit your hope. No night so dark as to hinder the approach of day.

103.—THE HAND.

INTRODUCTION.

1. Man the only animal that has perfect hands.
2. The hands of monkeys.
3. Some animals that use their fore-feet something as we use our hands. (Raccoon, squirrel, etc.)

DISCUSSION.

- 1 Parts of the hand,
 - (a.) The joints. The wrist and knuckles.
 - (b.) The palm.
 - (c.) The fingers. The thumb, index finger, middle finger, ring finger and little finger. Why each

is so called, their comparative length, etc. The particular value of the thumb. (Which would you rather lose, one of your fingers or your thumb? Why?)

(d.) The nails. Their use.
CONCLUSION.

Care of the hands. What makes hands, sometimes, hard and rough? Chapped hands—What is meant? How prevented. Clean finger nails.

104.—BEAUTIES OF NATURE.

Ever surround us,—cost nothing,—may be enjoyed by all. Various in their kinds—sky,—groves,—fields,—flowers,—singing birds,—murmuring brooks. Never tiresome, for the seasons bring change. Especially appreciated by those indoors most of the time,—invalids,—children,—the poet particularly,—furnishes so many subjects for his poetic fancy. Name a poet who wrote much of Nature. Give quotation.

105.—SLEEP.

Sleep—what? “Tired nature's sweet restorer.” Nature's time to manufacture food into blood, blood into tissues of the body. Time to repair waste. A man is taller in the morning than at night. Brain clearer; step more elastic; nerves steadier. Give children plenty of sleep. Early to bed, night air is bad. Let a child sleep in the morning. Sleep until the eyes open of their own accord. Different persons require different amount of sleep; Gen. Grant, nine hours—said he could get but seven, at the siege of Vicksburg and it nearly killed him. Jno. Wesley but six hours. Sleep should be graded by period of life, temperament, kind of work, own experience. Infant sleeps twenty hours out of twenty-four, old man but four. Nervous persons, things to avoid in the evening—excitement, tea, coffee, hard study, etc. Go to sleep when first fit of drowsiness comes on—why? “Midnight oil” a great humbug.

106.—WHAT THE MAN IN THE MOON SAW.

Advantages of my position for observation. What I saw last night—a dog on a stile barking at me,—(what I thought.)—A dude walking out with his lady love.—A widow taking leave of her only son.—A party out serenading,—their reception in the neighborhood,—old woman in a night-cap,—old man with a boot-jack.—Old woman, getting off the train,—takes an omnibus,—adventures in the search for her daughter's house. Conclusion.

107.—DESCRIPTION OF A PICTURE.

Choose a picture whose subject is prominent and easily understood.

Kind—engraving, oil-painting, etc. Size—of picture. Frame—kind, size. Subject—principal objects—arrangement—story it tells. The background and foreground—objects, arrangement, effects. General appearance of the picture. Any peculiarities as to coloring, etc. Use of pictures—As objects of study, as aids to study, as adornments of rooms.

108.—COMPULSORY EDUCATION.**INTRODUCTION.**

Education a means of prosperity. Ignorance leads to misfortune. Education preserves from evil habits. Education provides innocent enjoyment. Governments whose people are educated safe and prosperous.

DISCUSSION.

The aim of free education, at public expense, to benefit the state rather than the individual. Since the state provides means for education its right to expect that these will be embraced. Selfishness of the ignorant as shown by some parents who deprive their children of educational privileges. Weak indulgence of others.

CONCLUSION.

Compulsory education the only means of insuring the education of the masses. Compulsory education

the only guaranty that the object for which education at public expense is provided will not be defeated.

109.—CANNOT.

No word in the English language so productive of mischief. No business where it is so often used; an intruder in our form of speech. Some who are always using it. He who admits it into his vocabulary good for nothing; will perform nothing. *No*, a good word at the proper time; cannot is can't. One runs in debt because he cannot avoid it. Drinks, because he cannot do without it. The farmer allows his fields to be overrun with weeds because he cannot help it, etc. Cannot, as an excuse, makes a bad matter worse. If you hope for success never use the word. Keep shy of *cannot*; do not trust those who use it. Neglect nothing; keep a watchful eye over everything; no use for cannot.

110.—FINISH WHAT YOU BEGIN.

Beginning things and leaving them unfinished exerts a bad influence in the formation of character. Makes you fickle. No one will put confidence in you. Such a girl, for example: table strewed, drawers filled with unfinished compositions. Dozen letters begun, not one completed. Bits of lace commenced and laid away, etc. Such a boy—works first at one thing and then another. Wants to play ball, stops before the game is finished, etc. Lack of energy and perseverance to finish what is begun. Waste of time in frivolous pursuits. Always ready to begin. Live to no purpose, for they complete nothing. Might as well do nothing. Practice indulged in grows upon you. Become good for nothing. How to avoid this—Begin nothing not worth completing.—Begin nothing you are not well assured you can finish. When you have begun, persevere. Confidence gained in yourself if you conquer difficulties. Perseverance will become more easy.

111.—THE SENSE OF HEARING.

Lies in the ear. Organ of hearing contrived with admirable skill and ingenuity. Air put into vibration. Vibrations with the perception of them called sound. In the ear a winding cavity, at the bottom of that a delicate organ called the drum. Drum affected by slightest motion of the air. Motion conveyed to the brain by nerves. By this means we hear. Therefore what hearing is. Delicacy and perfection of the mechanism of the ear. Able to distinguish the vibrations produced by different voices. By one string of a musical instrument from all others. Judge of the distance of sounds. Distinguish songs of different birds, notes of different insects, etc. Ears of quadrupeds. Generally long. Move forwards and backwards with great ease—how? Notice a cat or horse—the ear very active. Ears of the rabbit. Children often inattentive to sounds; bones of their ears soft, not sonorous—sense of hearing dull—appear inattentive. Sense of hearing of great use in the serious business of life. Source of infinite pleasure. Conversation—music.—Without hearing no speech. A wonderful gift. Goodness of our Creator.

112.—THE GREAT CHINESE WALL.

One of the greatest of human constructions. Built by Emperor Chi-ho-ang-ti, who burned all the Chinese books in existence at that time. Object—To keep off the Tartars. Several millions employed on it. By conscription. Every third man in the kingdom. No pay besides his food. 1500 miles long. Carried over mountains, across rivers and valleys. Sometimes rests on arches. High fortified towers every 100 yards. Gates around which villages usually built. Very thick in some parts—six men can ride abreast. No great mechanical skill displayed. Two parallel walls of solid masonry filled in between with earth, paved on top with stone. An example of patience and perseverance. Works of the Chinese generally of a useful nature. Compare with the Egyptians who built pyramids, displays of vain and superstitious pomp.

113.—GRACE DARLING.

The daughter of a light-house keeper, on the coast of England. Describe the dreary, lonely coast, the solitary light-house, the black rocks, great waves dashing over them. A terrible storm comes up; a thick fog; an unlucky vessel; leak in the ship; engine stops; cannot see the light, strike the rocks. Describe the storm. Nine persons cling to the rocks all night. What they are thinking, what watching and praying for. Describe the sea and storm when morning comes. Grace with her spy-glass. Tell what she sees. What she says to her father; what he tells her about the danger from the sea and sharp, hidden rocks.

The brave girl urges him. Describe the launching of the little boat, the ride over the great waves, how it reaches the nine persons nearly dead,—saves them. The story of Grace Darling told all over the world. Her portraits in windows; songs written about her. She did not feel the need of praise. Why she did the brave deed.

114.—SNOW.

1. Define,—at what temperature formed.
2. How it looks when falling,—comes quietly.
3. What children often say when it is snowing.
4. Different forms of the flakes.
5. Snow adds to beauty by,—hiding or changing appearance of unsightly objects. Covers all things with a mantle of pure white.
6. Effect upon different persons.—young, old; rich, poor, school boys and girls.
7. Benefits of snow,—to vegetation, to lumbermen in forests of Maine and other northern states. Accumulations upon mountain sides feed rivers.
8. Snow, an emblem of purity.

115.—READING.

Occupies an important place in an education. Principal means of storing up knowledge. Necessary to early cultivated taste. But reading for amusement alone a dangerous habit. Temptation to read what

is injurious promotes an unprofitable and hasty manner of reading. Induces a bad habit of mind. Not the quantity but the quality that benefits. If you would read profitably, be careful what you read. Many books, papers, etc., unfit. As injurious as the society of bad men and women. Have a definite object in reading.

1. To store the mind with useful knowledge, read history, biography, travels, science.
2. To cultivate a correct taste, read pure works of imagination and literary taste.
3. To improve the moral faculties, read the Bible, other religious and moral books.

Think as you read. Examine the thoughts of others. Think them over until they become a part of your own mind. Treasure them up. Let your heart be benefited. Redeem time by reading. Do not rob study or recreation. Exercise careful economy. Save the minutes.

116.—CORRESPONDENCE BETWEEN THE MOSQUITO AND HONEY-BEE.

Mr. Mosquito dates his letter from the banks of the pond under the hazel-bushes.

Tells of his quiet home, the muddy water, over which he skims, the lazy old cows he rushes out to stab. The boys he bothers when trying to fish. His early home in the rain-water barrel. A happy, innocent wriggler swimming about with his brothers. How he saw her as she stopped to gather pollen from the holly-hook that grew near. Admired her bustling manner, her merry song. Watched her flight to the hive. Lost sight of her. Never forgot, but thought of her every day. Determined to find her. Bought a pair of wings, a trumpet and a sword. Dared not search for her in the daytime, so many enemies, the sun shone so brightly, etc. Went out every night. Fought battles. Describe some. The noise of his trumpet. The thrusts of his sharp sword. Dared attack even man. Visits her hive—Has she not heard his serenade? Asks her to leave the hive. To end her weary labors now that she

has enough honey to keep them both through the winter. To live with him in his cool, shady retreat.

Signed;

. Your devoted Mosquito.

MISS HONEY-BEE TO MR. MOSQUITO.

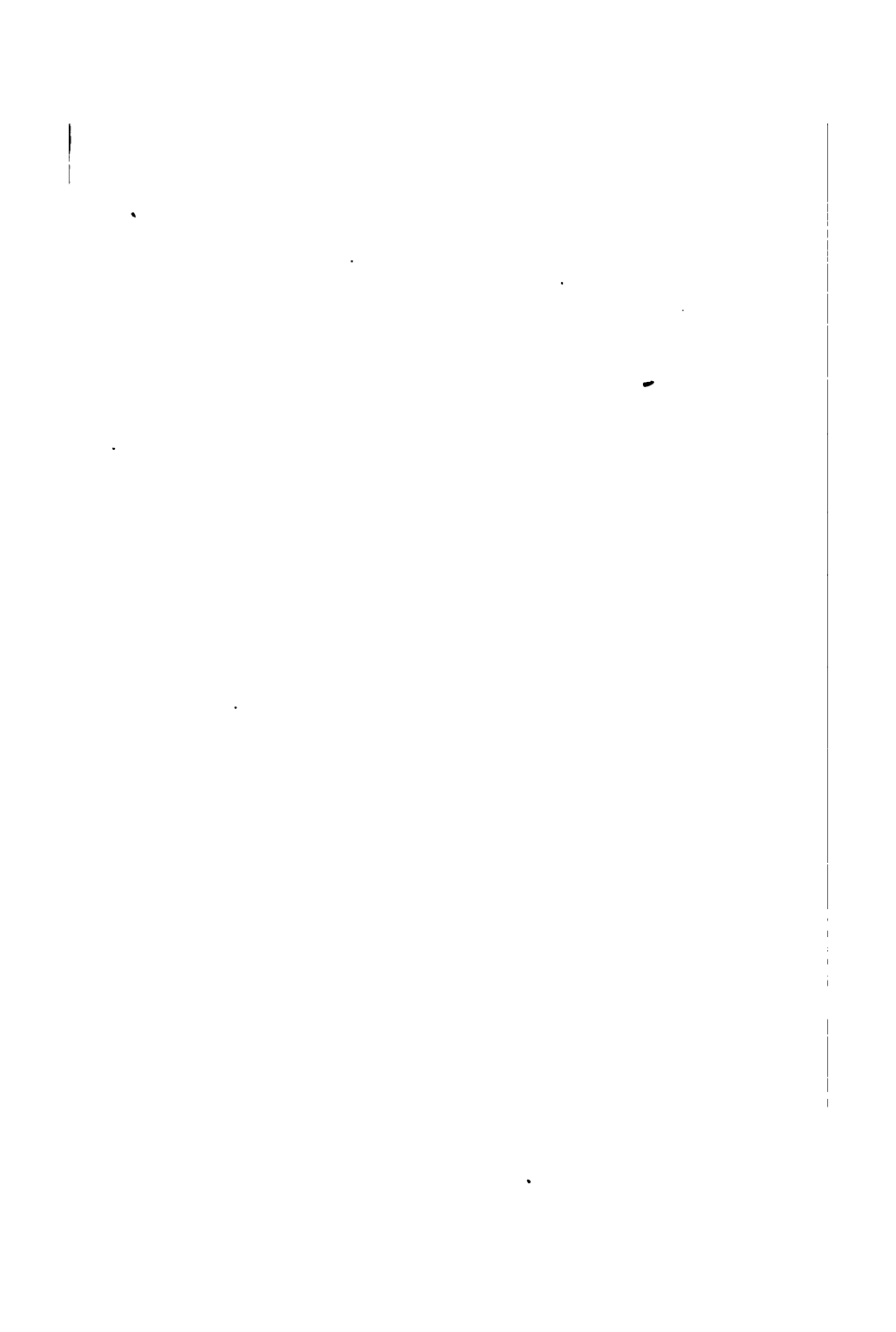
Dated from the hive.

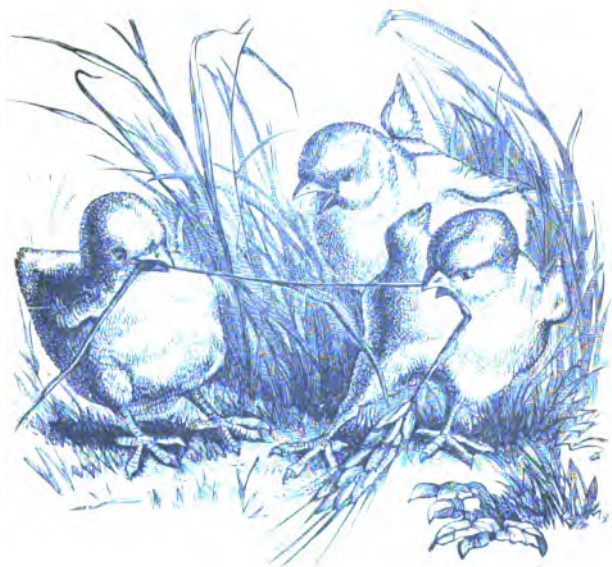
Remembers having seen him, a poor, miserable wriggler,—wondered if an insect of any intelligence could live such an idle life. Heard about his wings, trumpet and sword and had hoped to hear of his becoming a useful member of society—was disappointed. Heard of him as a blood-thirsty assassin, who lived not by honest labor but upon the life-blood of others. Did not admire his dirty, lonesome home. Would not share the fruits of her honest labor with such as he. Had heard that mosquitoes die of starvation when winter comes—a just punishment for their wicked, useless lives. Thanks him for his good opinion of her but declines his friendship.

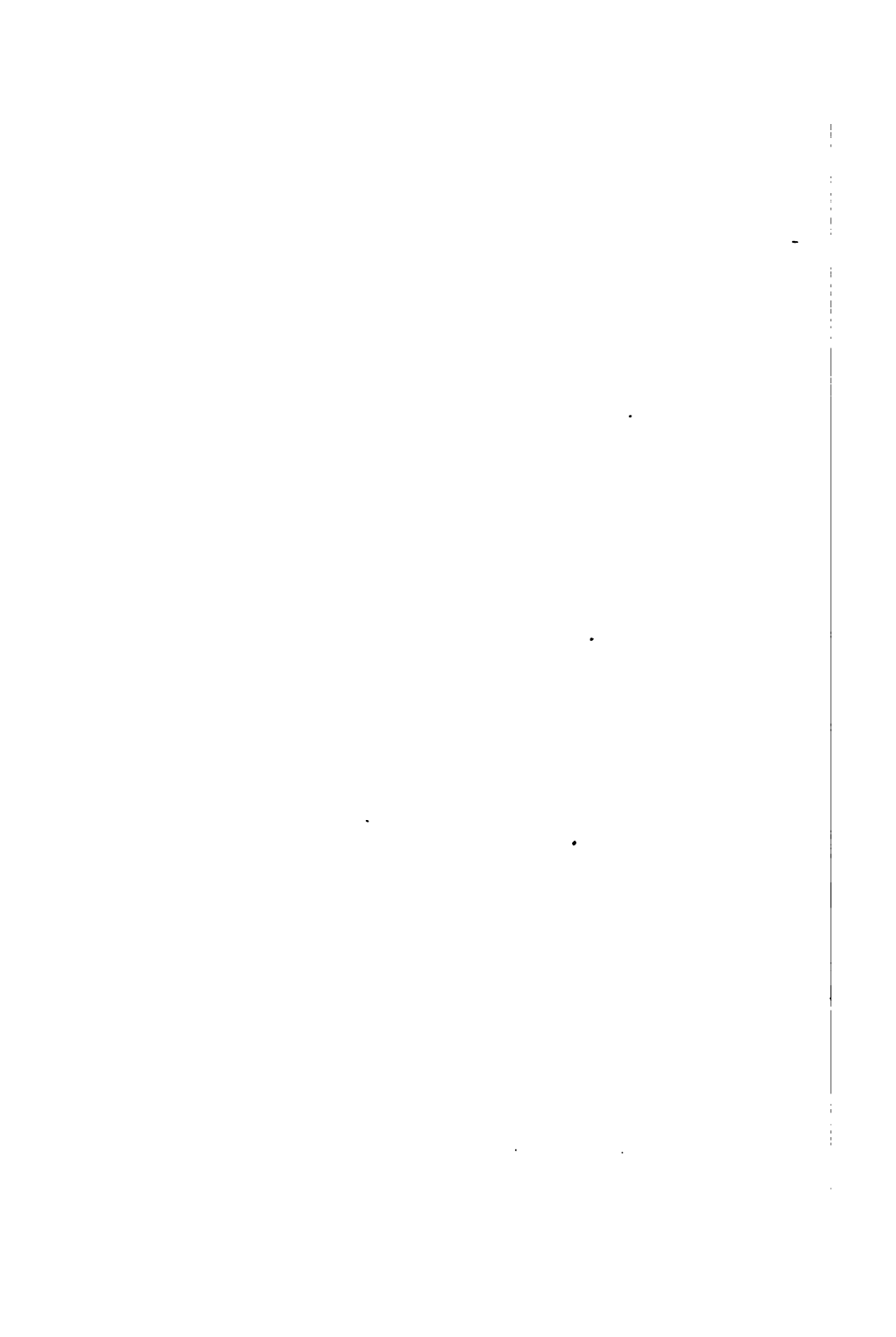
Signed;

Yours respectfully, Honey-Bee.

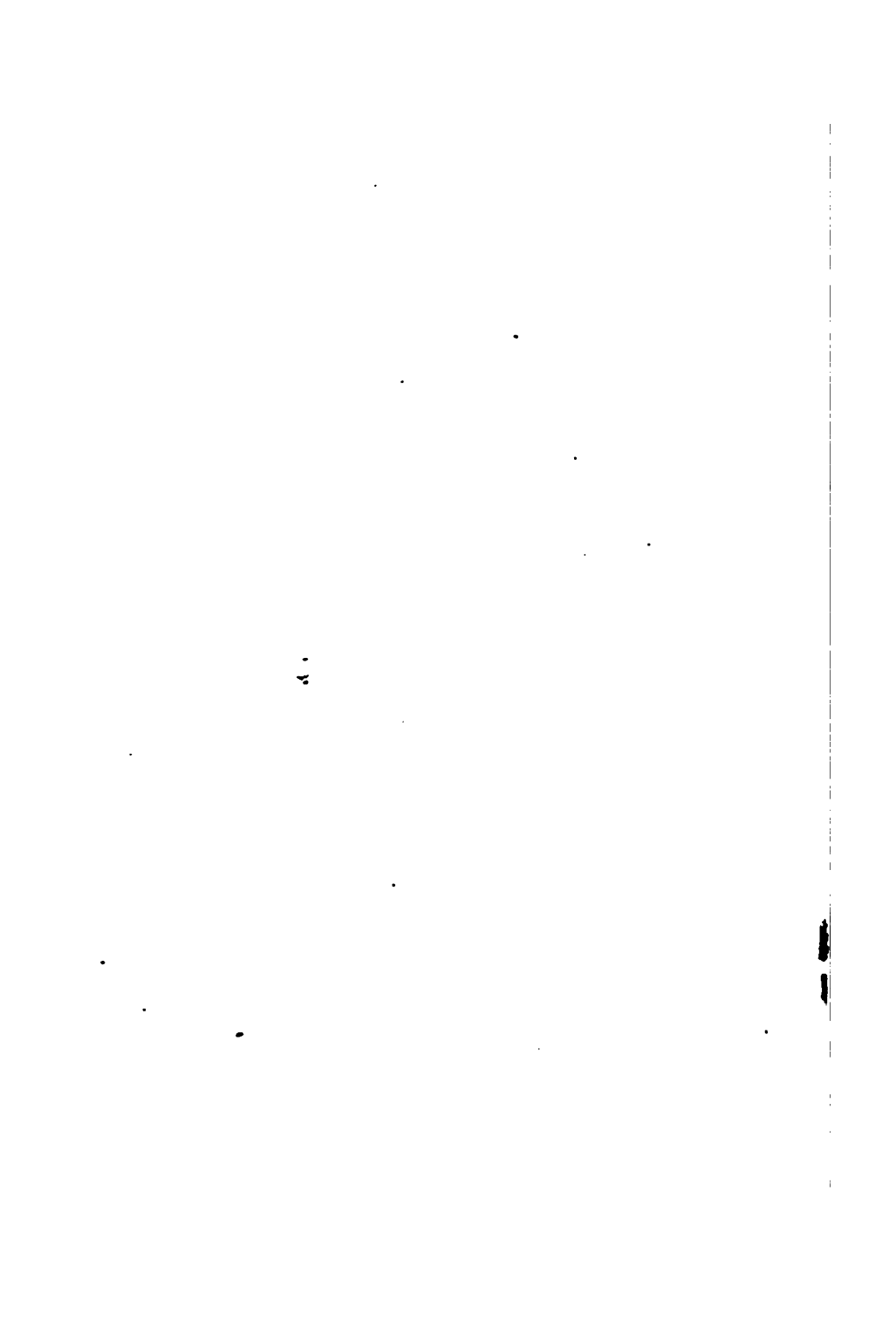














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